

Inspection report for early years provision

Unique reference number	EY433147
Inspection date	20/04/2012
Inspector	Christine Bonnett
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2011. She lives with her mother and three children, aged 12, 10 and one year, in Hayes in the London Borough of Hillingdon. The whole of the bungalow is used for childminding and there is an enclosed garden for outside play.

The childminder is registered to care for a maximum of four children aged under eight years at any one time; of these, two may be in the early years age range. She is currently minding one child in this age group. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language. She has gained a qualification at level 2 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a safe and caring environment for children. She has a sound understanding of the Early Years Foundation Stage learning requirements so that children make sufficient progress towards the early learning goals. However, there are weaknesses in the promotion of children's communication language and literacy and creative play. The childminder works effectively with parents to ensure that she knows and suitably meets the individual needs of children and provides appropriate care and support. The childminder demonstrates that she has sufficient capacity to maintain continuous improvement in her practice, although systems are not well developed to self-evaluate her work. The childminder also lacks evidence of attendance on an approved childminding course, which is a breach of requirements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- attend a training course that has been approved by the local authority and provides support for childminders in meeting and putting into practice the requirements of the Early Years Foundation Stage. (Suitable people)
- 29/05/2012

To further improve the early years provision the registered person should:

- provide daily opportunities to share and enjoy a wide range of fiction and non-fiction books and stories
- provide opportunities and resources for children to engage in role-play in order to develop their creativity and imagination
- extend systems for reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of her responsibilities towards safeguarding the well-being of children. She knows the procedures to follow to report any concerns about their welfare. Potential risks to children's safety are assessed and effective steps taken to keep them safe in her home and on outings. Children also learn how to keep themselves safe as road safety is well taught and they routinely take part in emergency evacuation drills. In addition, the childminder maintains all the necessary records and documents required for the efficient management of the setting and the well-being of children. However, she has failed to provide evidence that she has attended a course approved by her local authority; such as course provides support to childminders to meet the requirements of the Early Years Foundation Stage. This is a breach of a specific legal requirement.

The childminder works effectively with parents. She obtains all relevant information from them about their child at the beginning of an arrangement. This helps her to provide appropriate care that supports the children to settle successfully. The childminder also liaises with parents to manage important issues relating to the health of children. The childminder is keen to seek the views of parents to ensure that they are happy with the care she provides and she welcomes any feedback. There are currently no children in the childminder's care who attend other early years settings or who need support from other agencies. However, the childminder is aware of the need to work in partnership with all other parties, if the need arises.

The childminder is suitably aware of the importance of developing her practice by gaining experience and attending further training courses. Since registration she has gained a National Vocational Qualification at level 2 in childcare. She has also attended two other relevant courses to help build up her skills and knowledge for the benefit of children. However, she does not have systems to robustly reflect upon and self-evaluate her work to accurately identify areas of strength and specific targets for improvement.

Children have suitable space in which to play comfortably. Resources are adequate and generally support children's learning and development. However, the variety set out by the childminder each day does not always cover each area of learning sufficiently. The childminder provides quality, play resources and equipment is kept clean. The childminder has a good understanding of each child's background and needs, because she works closely with their parents. She well supports children

who are learning English as an additional language to settle successfully by speaking to them in their home language, when possible. Although overall she promotes English once they are settled, she sings traditional songs to them in their home language to foster their cultural background. The childminder also helps children learn about diversity within society by acknowledging a variety of festivals, such as Eid and Easter.

The quality and standards of the early years provision and outcomes for children

Children enjoy their play and generally make satisfactory progress towards the early learning goals. They show an interest in the resources available for them. The childminder maintains an overview of each child's developmental progress and obtains appropriate resources to provide new challenges. For example, she identified that a child needed support in problem solving, reasoning and numeracy and obtained a particular piece of equipment specifically for this purpose. Children visit the library and there are some books in the childminder's home. However, the books are not readily available for children to access these as they choose. Therefore, children's communication and language are not robustly promoted. In addition, children lack some opportunities to develop their creativity and imagination because there are few, role-play materials and 'props', such as dressing-up clothes. Children enjoy operating remote control cars and using activity centres. These toys help children develop the skills they will need in the future to operate information and communication technology.

Children effectively learn the importance of adopting a healthy lifestyle. The childminder encourages them to eat plenty of fresh fruit and vegetables and explains why it is important to do so. Children also learn the importance of washing their hands at appropriate times during the day. Children benefit from plenty of physical exercise. They go to the local park to climb on the apparatus, and particularly enjoy digging in the sand pit. They also have fun playing football in the back garden.

Children are happy and contented in the childminder's care and she looks after them with warmth and kindness. They enjoy their time with her and receive good support and attention, as well as praise and encouragement for their achievements. Children's behaviour is, generally, very good. The childminder uses positive methods to manage any squabbles between them. Children show that they feel safe with the childminder, because they enjoy interacting with her and smile and laugh with pleasure as they sing together.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- complete a course approved by an English local authority designed to enable the childminder meet the requirements of registration. (Qualifications and training) 29/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- complete a course approved by an English local authority designed to enable the childminder meet the requirements of registration. (Qualifications and training) 29/05/2012